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ABSTRACT

This report compares San Diego Community College District (SDCCD) measures of student enrollment and academic achievement with similar measures for the California Community College (CCC) System. The purpose of this report is to evaluate the colleges' collective mission to meet the postsecondary education needs of their students, and to identify educational and fiscal strengths and weaknesses in order to improve quality. The first section of the report focuses on student access and provides information on headcount enrollment for fall 95 by: (1) gender; (2) age; (3) race/ethnicity; (4) unit load; (5) day/evening status; (6) enrollment status; and (7) first-time students by race/ethnicity. The second section discusses student success and includes the following information: (1) student goals; (2) credit course enrollment by gender and ethnicity; (3) total course enrollment by letter grade; (4) successful course completion; (5) course retention; (6) persistence rates for full- and part-time students by gender, age, ethnicity, and educational goal; (7) transfer statistics; and (8) earnings by gender, last year and third year after college. Both sections compare statewide data from CCC and the SDCCD, and include graphs, data tables, and summaries for each indicator. (AS)

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ED 427 803

Key Indicators for EXCELLENCE

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

W. B. Armstrong

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The San Diego Community Colleges Compared to the California Community Colleges on Selected Performance Measures

Research and Planning
September 1998

JC 990 100

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INTRODUCTION

This report compares SDCCD measures with similar measures for the statewide community college system. Statewide data were obtained from a report recently published by the State Chancellor's Office of the California Community Colleges (CCC's). The purpose of the report is to formatively evaluate the colleges' collective statutory mission in meeting the postecondary education needs of students. The report, entitled, *The Effectiveness of California Community Colleges on Selected Performance Measures (ECCCSPM),* include indicators for student access, student success, and student satisfaction.. The data included in the ECCSPM for the CCC system-wide were developed from data collected by the Chancellor's' Office Management Information System (COMIS). Demographic data and projections for California's population were provided by the Department of Finance. Information on transfers to public four-year institutions was obtained from the California Postsecondary Education Commission (CPEC).

The data collected in this report indicate that performance analysis can serve as a useful tool for planning and decision making, especially at the institutional level. In the report districts are encouraged to replicate these measures to "identify the educational and fiscal strengths and weaknesses in order to improve the quality of community colleges" as intended by AB1725. That is the purpose of this report.

The San Diego Community College District (SDCCD) has long been interested in identifying and reporting on indicators of effectiveness, and our educational strengths and challenges to improve the quality of education in our three colleges. When possible, this report will compare statewide data from the *Effectiveness* report to similar data collected at the SDCCD. San Diego Community College District data were analyzed by the Research & Planning Department, and collected from various sources including SANDAG, the Department of Finance, and the Employment Development Department (EDD), and local mainframe files maintained by the SDCCD. Many of the comparisons in this document should be interpreted with some degree of caution because of differing definitions or time frames used to report and collect the indicators. The first section of this report will focus on student access, while the second section will focus on student success.

The recently enacted Partnerships for Excellence (PFE) initiative uses a performance based funding model to promote accountability in the California Community Colleges. The Partnerships for Excellence initiative will examine improvement in several core indicators. These indicators include transfer, course completion, course progression, and graduation. The PFE uses the academic year 1995-1996 as the base year, their report will also use base year 1996 data for comparison purposes.

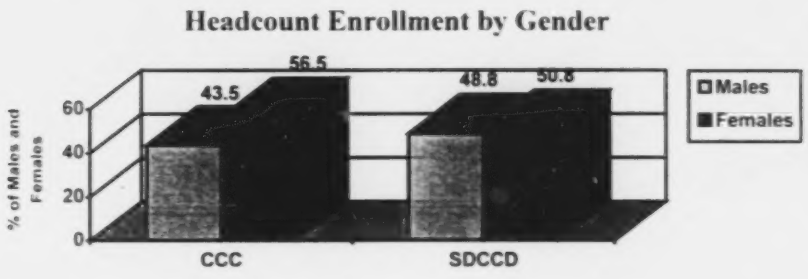
STUDENT ACCESS

By law, community colleges must admit any Californian who has graduated from high school. The colleges may also admit those who have not graduated but are 18 years of age or older and can benefit from instruction. The ability of California community colleges to provide the level of access set forth in the *Master Plan* is vital to the economic and social development of California. This *Master Plan* encompasses a policy of "open access" which enables Californians to enter college with an equal opportunity for education and training, enabling them to fully realize their potential in the workplace. All citizens, regardless of race/ethnicity, gender, economic or cultural background are therefore guaranteed the same opportunities (ECCCSPM, 1997).

The Mission of the *Master Plan* includes three categories. The first category focuses on the lower division function. This focus prepares students for transfer to four- year colleges and universities. The second category emphasizes occupational training. This focus is for those seeking entry or re-entry into the labor force. The third category is basic skills instruction in literacy and computation for adults functioning below the collegiate level. This report contains several indicators which were analyzed to asses how well community colleges performed in maintaining access as established by California's Master Plan for Higher Education. This report uses statewide data from CCC's and the SDCCD to compare how and to what degree student access is achieved in both systems.

1.0 Headcount Enrollment By Gender, Fall 1995 CCC and SDCCD

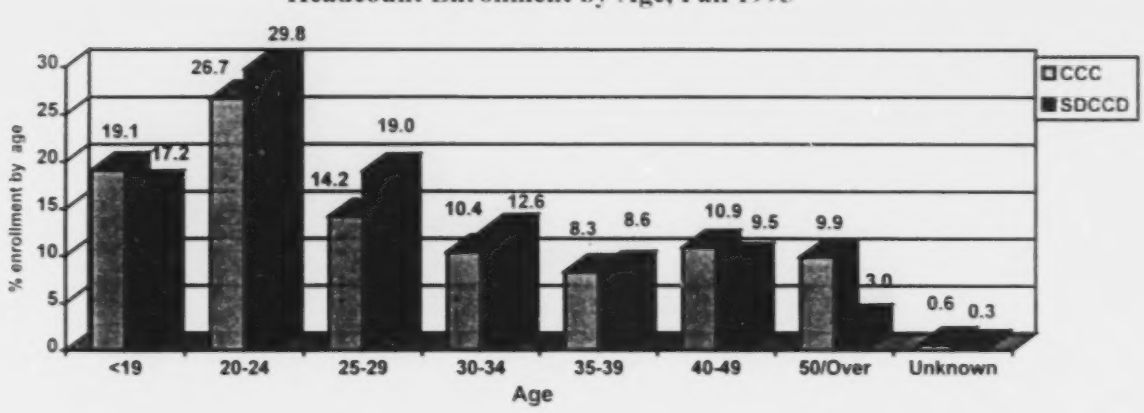
Category	CCC Fall 1995		SDCCD Fall 1995	
	Number	Percent	Number	Percent
Male	751,934	56.2	20.945	48.8
Female	578,681	43.3	21,779	50.8
Unknown	6,224	.5	166	.4
Total	1,336,839	100.0	42,890	100.0



The statewide decade long trend of declining male enrollment continued in the Fall of 1995 in California's Community Colleges. The SDCCD has achieved more of a balance between males and females than have CCC's system-wide. The gap between the percentage of males and females is only 2% at the SDCCD, while the gap between males and females at the entire CCC system is 13% (ECCCSPM 1997, SDCCD 1997).

1.1 CCC and SDCCD Headcount Enrollment By Age, Fall 1995

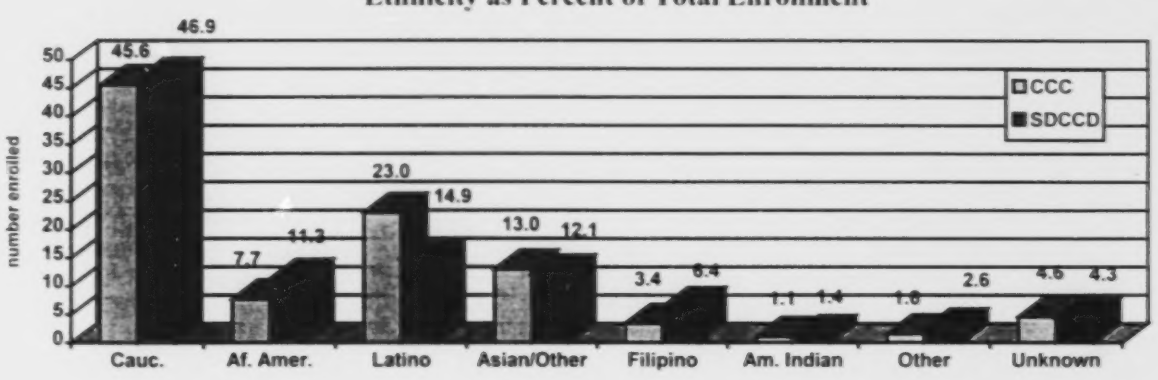
Category	CCC Fall 1995 Total Enrollment		SDCCD Fall 1995 Total Enrollment	
	Number	Percent	Number	Percent
<19	254,098	19	7,411	17.2
20-24	355,796	26.7	12,762	29.8
25-29	190,108	14.2	8,187	19
30-34	138,750	10.4	5,420	12.6
35-39	111,522	8.4	3,673	8.6
40-49	145,127	10.9	4,083	9.5
50 & Over	131,858	9.9	1,326	3.0
Unknown	9,040	.6	28	.3
Total	1,336,299	100.0	42,890	100.0



There are no significant differences between CCC's system-wide and the SDCCD in terms of enrollment by age groups. The CCC's have a slightly higher proportion of students under 19 (19% vs. 17%), and slightly lower proportion of students between the ages of 20-24, and 25-29. One noticeable difference is the proportion of students over 50, at CCC's close to 10% of students fall into this age group, at the SDCCD only 3% fall into this age group.

1.2 CCC and SDCCD Headcount Enrollment By Race/Ethnicity, Fall 1995

Category	CCC Fall 1995 Total Enrollment		SDCCD Fall 1995 Total Enrollment	
	Number	Percent	Number	Percent
Caucasian	609, 196	45.6	20,124	46.9
African American	102, 713	7.7	4,860	11.3
Latino	307, 568	23	6,393	14.9
Asian/P.I./	174,372	13	5,194	12.1
Filipino	45,080	3.4	2,724	6.4
Am. Indian	15,291	1.1	613	1.4
Other	20,999	1.6	1,121	2.6
Unknown	61,080	4.6	1,861	4.3
Total	1,336,299	100.0	42,890	100.0



This measure compares the percentage of total enrollment broken down by ethnicity at CCC's and the SDCCD. As indicated by the table and the graph, the proportion of Caucasians at the SDCCD is about the same as the CCC's. The proportion of African Americans is about 3% higher at the SDCCD than it is at CCC's, while the proportion of Asians/Pacific Islanders is about equal. The most significant difference is the proportion of Latino's at CCC's as compared to the SDCCD; the proportion of Latino's is nearly 10% higher system-wide.

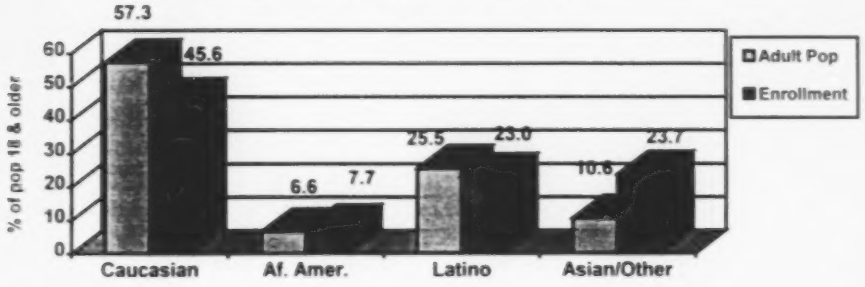
Except for American Indians, all ethnic minorities have experienced proportionate growth over the past two years in California's Community Colleges, with the highest growth occurring for Latinos. The increase in the proportion of ethnic minorities at the SDCCD replicates CCC data (again, with the exception of American Indians, which did not change). Again, the only notable difference between the CCC and the SDCCD was in the proportion of Latino's. This may change as the Latino population is expected to increase by 109% by the year 2020 in San Diego County (SANDAG, 1997). By 2020 one-third of the county's population will be Latino, a dramatic increase from its current share of 23% (*Research in Brief Vol. 1 No.16*, 1997). The proportion of Caucasians has declined over the past two years at CCC's and at the SDCCD. According to the California State Department of Finance, by 2020 Caucasians will no longer form the majority in California (*Research in Brief, Vol.1 No.16*, 1997).

1.3 Population Over 18 Years Of Age In College Service Area, Fall 1995 CCC & SDCCD

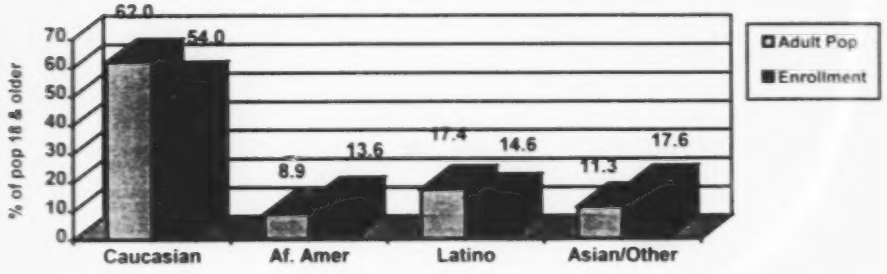
Category	CCC Fall 1995 Ca Pop 18 & Older			SDCCD Fall 1995 Ca Pop 18 & Older		
	Number	Percent Adult Pop	Percent Enrolled	Number	Percent Adult Pop	Percent Enrolled
Caucasian	13,770,439	57.3	45.6	456,606	62.4	54
African American	1,580,463	6.6	7.7	64,770	8.9	13.7
Latino	6,113,624	25.5	23	126,918	17.4	14.6
Asian/Other	2,532,742	10.6	23.7	82, 979	11.3	17.6
Total	23,997,268	100	100	731, 173	100	100

* The Caucasian category for the SDCCD includes Native Americans and unknowns
*Native Americans are included in the "other" category for the CCC
*Native Americans comprise approximately 1% of the population at both the CCC and the SDCCD

CCC Adult Population and Enrollment 18 Years & Older in College Service Area



SDCCD Adult Population and Enrollment 18 Years & Older in College Service Area



In the table and graph above the "Adult Population of the Service Area" includes all persons age 18 or over in the college service area. "Equitable access" is attained for a given racial/ethnic group when the proportion of enrollment for the service area for that group is at least equal to the proportion of that group within the service area population. By comparing the data in figure 1.3 (enrollment) to the data in 1.4 (adult population in service area) we can estimate whether or not equitable access has been achieved at both the CCC's system-wide and the SDCCD.

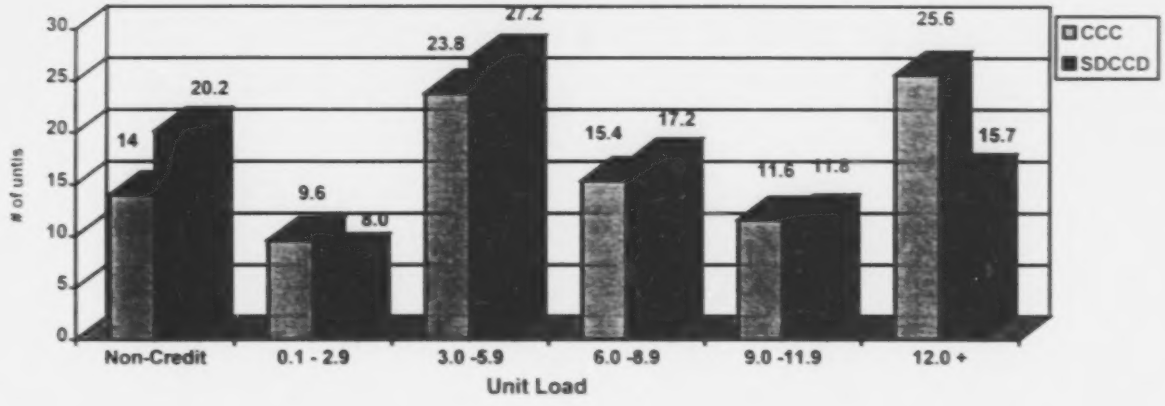
At CCC's, Caucasians are 45.6% of total enrollment while they comprise 57.3% of the adult population. Latino's comprise 23% of enrollment while they comprise 25.5% of the adult population, and Asian/Other are represented in enrollment at a higher level than found in the adult population, thus they have attained "equitable access".

At the SDCCD, Caucasians represent 54% enrollment and comprise 62% of the adult population. Latino's represent 14.6% enrollment and comprise 17.4% of the adult service area population. African Americans and Asians/Others have attained or exceeded "equitable access"; African Americans comprise 8.9% of the adult service area population and their proportion of enrollment is 13.7%. Asians/Others comprise 11.3% of the adult service area population and their proportion of enrollment is 17.6%.

1.4 Headcount Enrollment By Unit Load Of Students, Fall 1995 CCC & SDCCD

Unit Load	CCC Fall 1995		SDCCD Fall 1995	
	Number	Percent	Number	Percent
Noncredit	186,813	14.0	8,643	20.2
0.1-2.9	127,683	9.6	3,437	8.0
3.0-5.9	317,985	23.8	11,652	27.2
6.0-8.9	206,311	15.4	7,362	17.2
9.0--11.9	155,064	11.6	5,046	11.8
12.0 +	342,443	25.6	6,750	15.7
Total	1,336,289	100.0	42,890	100.0

Headcount Enrollment by Unit Load

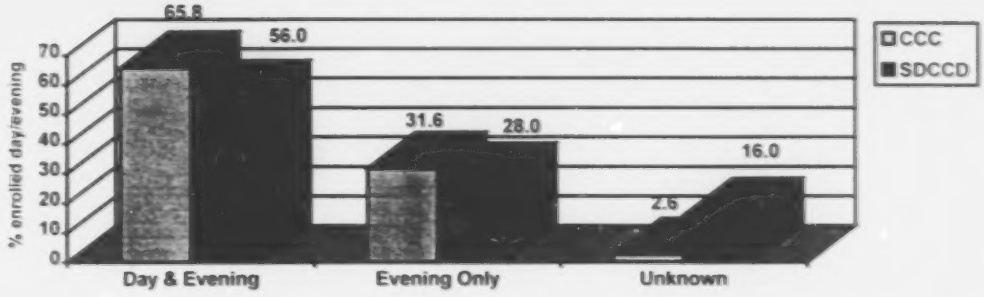


This measure indicates headcount enrollment by unit load carried. Non-credit enrollment has increased over the past two years both at CCC's and in the SDCCD. Losses have occurred, however, among full time students. A higher proportion of students at the SDCCD enrolled in non-credit courses (20.2%) than did students at CCC's (14.0%). There were no other significant differences between CCC's and the SDCCD, except in the proportion of students taking 12 or more credits. At CCC's over one-fourth of all students enroll in 12 or more units, while 15% of students attending the SDCCD enrolled in 12 or more units. The proportion of students taking non-credit courses is also 6% higher at the SDCCD (20.2% vs. 14%).

1.5 Headcount Enrollment By Day/Evening Status, Fall 1995 CCC & SDCCD

Day/Evening Status	CCC Fall 1995		SDCCD Fall 1995	
	Number	Percent	Number	Percent
Day & Evening	880,135	65.8	23,454	56
Evening Only	421,754	31.6	11,870	28
Unknown	34,410	2.6	6,288	16
Total	1,336,299	100	41,604	100

Headcount Enrollment by Day/Evening Status



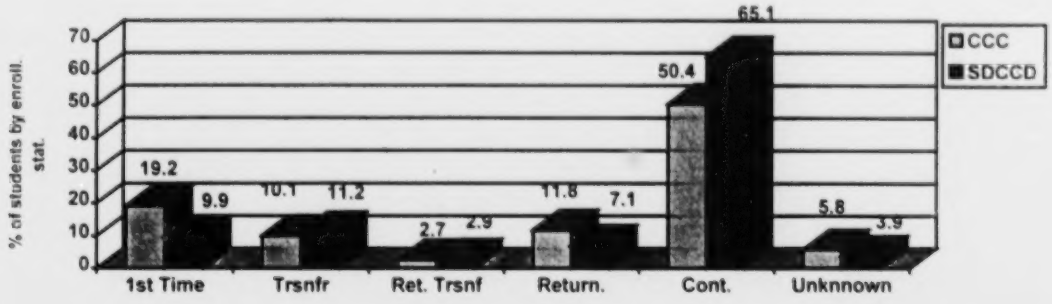
This measure shows the levels of student participation by the time of day classes are attended. It also illustrates the community colleges' efforts to offer instruction and services to nontraditional students during evening hours to accommodate students who hold full or part time employment. As the proportion of working, part-time, non-traditional students has grown, so has the proportion of students enrolling in evening classes. Over 1/3 of students at the CCC's system-wide and close to 1/3 of students at the SDCCD are enrolled in evening only classes. At CCC's close to two-thirds of students are enrolled in day and evening classes while 56% of students attending the SDCCD are enrolled in day and evening courses.

1.6 Headcount Enrollment By Enrollment Status, Fall 1995 CCC & SDCCD

Student Status	CCC Fall 1995		SDCCD Fall 1995	
	Number	Percent	Number	Percent
First Time	256,905	19.2	4,247	9.9
Transfers	135,861	10.1	4,802	11.2
Returning Transf	36,474	2.7	1,232	2.9
Returning	157,868	11.8	3,025	7.1
Continuing	674,562	50.5	27,909	65.1
Unknown	74,269	5.7	503	1.2
Total	1,336,299	100.0	42,890	100.0

*Students attending High School while enrolled concurrently at the community college were excluded

Headcount Enrollment by Enrollment Status



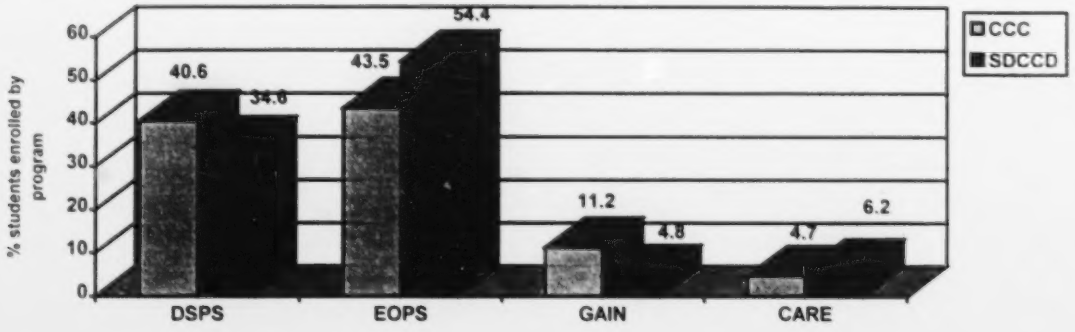
This measure shows student headcount enrollment by enrollment status. The definitions of enrollment status are as follows: a *First Time Student*, is a student enrolled at the reporting college for the first time who is not a concurrent high school attendee and has no prior college attendance; a *Transfer Student*, is a student enrolled at the reporting college who transferred from another higher education institution; a *Returning Transfer Student*, is a student who previously attended the reporting college, transferred out, and has returned to the reporting college; a *Returning Student*, is a student enrolled at the reporting college after an absence of one or more terms without interim attendance at another college; a *Continuing Student*, is a student who is enrolled in the current session and who was enrolled in the previous session at the reporting college.

Although not shown in the table, the percentage of first time students has increased system-wide at CCC's as well as at the SDCCD over the past two years, while the percentage of continuing students at both institutions has declined. The most significant difference is the percentage of first time students at the CCC's (19.2), which is almost double the percentage at the SDCCD (9.9). A significant difference was also found in the proportion of continuing students, 50% of students are continuing system-wide at the CCC's, while 64% of students at the SDCCD are continuing.

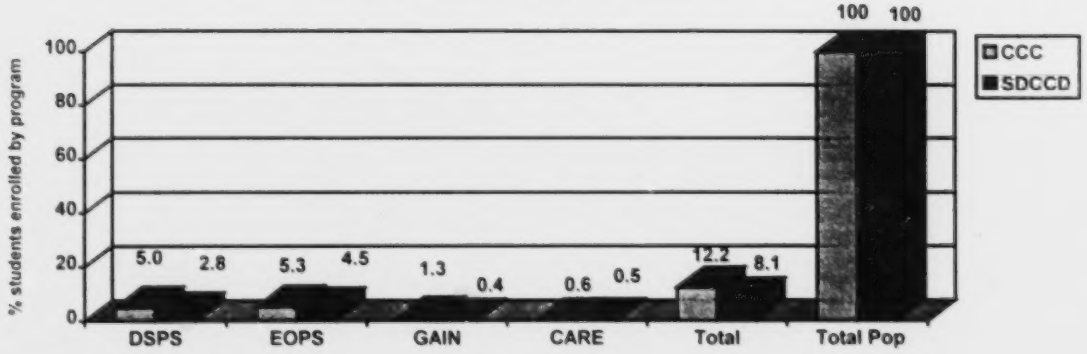
1.7 Percentage Of Students Served By Categorical Programs, Fiscal Year 1994-1995, CCC & SDCCD

Day/Evening Status	CCC 1995		SDCCD 1995	
	Percent by Program	Percent of Total Pop	Percent by Program	Percent of Total Pop
DSPS	40.6	5.0	34.6	2.8
EOPS	43.5	5.3	54.4	4.5
GAIN	11.2	1.3	4.8	.39
CARE	4.7	.58	6.2	.50
TOTAL	100.0	12.2	100.0	8.1

Proportion of Students by Specialized Program



Percentage of Students in Each Program From Entire College Population



This measure shows the percentage of students served within four categorical programs designed to assist with the needs of special populations. These data reflect institutional efforts in assisting physically and economically disadvantaged students with various support services to facilitate their progress through higher education. There were no significant differences between the CCC's system-wide and the SDCCD in terms of the proportion of students in each of the four specialized programs.

There is a higher proportion of students in these programs at the CCC system (12.2% of the total pop) than at the SDCCD (8.1% of the total pop). The biggest difference found was the percentage of students in the DSPS programs, at CCC's system-wide, 5% of the entire college population is in a DSPS program, while about half that many (2.8%) are enrolled in DSPS at the SDCCD. The SDCCD has a higher proportion of students in EOPS and CARE, while the entire CCC system has a higher proportion of students in DSPS and GAIN. The following are definitions for each of the four special programs.

DSPS provides services to students with disabilities to allow them access to educational offerings of the college. From students in the four specialized programs, the proportion of DSPS students is about 6% higher at the entire CCC system than in the SDCCD.

CARE assists single parent EOPS students on AFDC through grants and allowances for childcare, transportation, and books/supplies, as well as counseling, advisement, and peer networking activities. There was not a significant difference found between CCC's and the SDCCD in the proportion of students in this program.

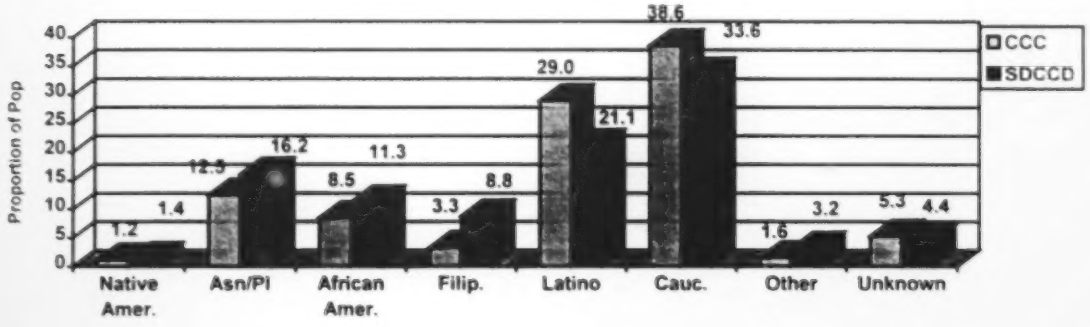
EOPS offers academic and support counseling and financial aid to students with language, social, economical, and educational disadvantages. From students enrolled in the four specialized programs, the greatest difference found was in proportion of students in EOPS. At the SDCCD, EOPS enrollment is 11% higher than at the entire CCC system.

GAIN provides education, job services, and support services, including child care and transportation to eligible welfare recipients through a coordinated program with the Department of Social Services, the Chancellor's office of the California Community Colleges, the Department of Education, the Employment Development Department, and the State Job training Coordinating Council. From the four specialized programs, the proportion of GAIN students is almost 7% higher at CCC's than at the SDCCD.

1.8 Headcount Enrollment Of First Time Students By Race/Ethnicity, Fall 1995 CCC & SDCCD

Ethnicity	CCC Fall 1995		SDCCD Fall 1995	
	Number	Percent	Number	Percent
Native American	3,122	1.2	38	1.4
Asian/Pacific Is.	32,336	12.5	427	16.2
African American	21,767	8.5	298	11.3
Filipino	8,453	3.3	233	8.8
Latino	74,381	29	556	21.1
Caucasian	99,119	38.6	889	33.6
Other	4,167	1.6	85	3.2
Unknown	13,560	5.3	116	4.4
Total	256,905	100.0	2,642	100.0

Proportion of Headcount Enrollment of First Time Sudents by Ethnicity, Fall 1995



This measure shows headcount enrollment of first-time students by race/ethnicity. There were few significant differences between CCC's system-wide and the SDCCD in terms of ethnic composition of first time students. The proportion of Filipino students at the entire CCC system-is 3.3%, while at the SDCCD it is almost 9%. The proportion of Latino students is 29% at the entire CCC system, while it is 21% at the SDCCD. The proportion of Caucasian students is about 5% higher at the entire CCC system comprising 38.6% of new students as opposed to 33.6% at the SDCCD. Finally, the proportion of first-time Asian students was found to be slightly lower at CCC's at 12.5% of the first-time student population, compared with 16.2% at the SDCCD.

STUDENT ACCESS
SUMMARY

This report contains several indicators to asses the performance of community colleges in providing access as established by California's Master Plan for Higher Education. The open access policy of the Master Plan enables all Californians to enter college with equal opportunities, regardless of race, gender, or economic/social background.

The State-wide data gathered on certain indicators suggested some differences when compared to similar data at the SDCCD. The gender and age differences were not significant, however, there were some significant differences in other categories. In terms of ethnicity, Latinos account for almost one-quarter of total enrollment at CCC's while they account for about 15% of the total enrollment at the SDCCD. The percentage of the adult population enrolled by ethnicity in the college service area also showed some significant differences. At CCC's 45% of the Caucasian adult population is enrolled, while 54% of the adult Caucasian population in the SDCCD service area are enrolled. The percent of African American adults enrolled in the college service area at the SDCCD is twice the percentage at CCC's (13.7% vs. 7.7%). The percentage of Latino's enrolled in the community college area is about 10% higher at CCC's than at the SDCCD (23% vs. 13.7%).

Headcount by unit load showed a few significant differences, 14% of CCC students take non-credit courses, while 20% at the SDCCD are enrolled in non-credit courses. Over one-quarter of all students are considered full time at CCC's, while 15% of SDCCD are considered full-time.

Headcount enrollment by day/evening status did not show any significant differences. Headcount by enrollment status indicated that about 20% of all CCC students are first-time students while only 10% of SDCCD are considered first-time. About half of all CCC students are considered continuing while 65% of all SDCCD students are considered continuing.

The percentage of the student population by categorical programs at each college differed slightly, about 3% of students at the SDCCD are enrolled in DSPS while about 5% of the CCC population are enrolled in DSPS programs. In comparing headcount enrollment of first-time students by race/ethnicity there were significant differences in the proportion of the Filipino and Latino populations. The proportion of first-time Latino students is about 8% higher at CCC's (29% vs. 21%) while the proportion of first time Filipino students is about 5% higher at the SDCCD (8.8% vs. 3.3%).

STUDENT SUCCESS

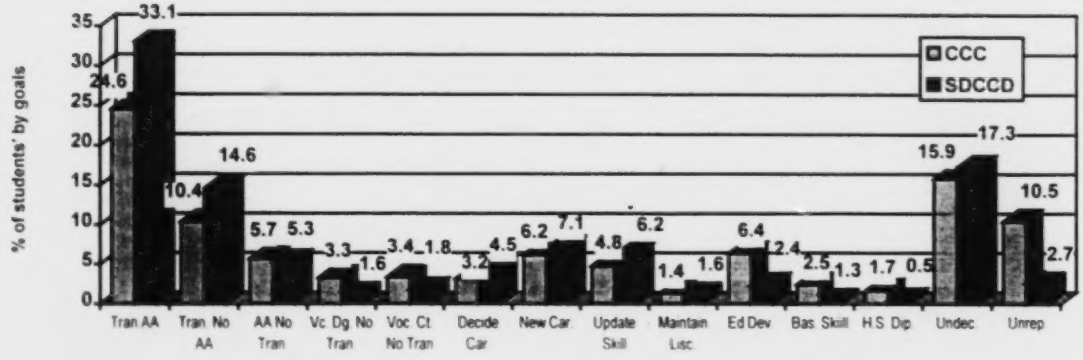
This section focuses on student success in the community college system. The performance measures in this section indicate the success of California's Community Colleges in carrying out their instructional mission. CCC statewide performance measures from *The Effectiveness of California Community Colleges* are compared with similar measures from the San Diego Community College District. The first set of measures uses student declared goals to determine whether institutional offerings are congruent with student needs. The next set of measures presents course enrollments for different categories of students and curriculum. Course completion data are also included. This measure indicates the rate at which students complete courses and earn a letter grade of "C" or better which gives them credit toward a degree, a certificate, or transfer objective. Similarly, persistence rates provide evidence showing different groupings of students persist in their attendance from the Fall to Spring terms.

This section also includes extensive data on student outcomes. These outcomes include, the number of degrees awarded, the number of transfers accepted and enrolled into the University of California and the California State University, and employment and earning gains of community college completers. Also included are data pertaining to: student goals, enrollment, course completion, retention, persistence, degrees and certificates awarded, transfer to the California State University or the University of California, and salaries of both leavers and completers.

2.0 Students Goals, Fall 1995

Category	CCC Fall 1995 Total Enrollment		SDCCD Fall 1995 Total Enrollment	
	Number	Percent	Number	Percent
Transfer AA	329,130	24.6	14,213	33.1
Transfer, No AA	139,173	10.4	6,269	14.6
AA No Transfer	77,126	5.7	2,274	5.3
Voc Degree No Transfer	44,044	3.3	675	1.6
Voc Cert. No Transfer	44,775	3.4	789	1.8
Decide New Career	41,292	3.2	1,911	4.5
New Career	82,859	6.2	3,053	7.1
Update Career Skills	64,583	4.8	2,648	6.2
Maintain License/Cert.	18,755	1.4	699	1.6
Ed Development	86,196	6.4	1,031	2.4
Basic Skills	34,091	2.5	541	1.3
H.S. diploma/GED	22,287	1.7	228	.5
Undecided	212,310	15.9	7,411	17.3
Unreported	139,785	10.5	1,148	2.7
Total	1,336,406	100	42,890	100

Declared Goals of All Students, Fall 1995



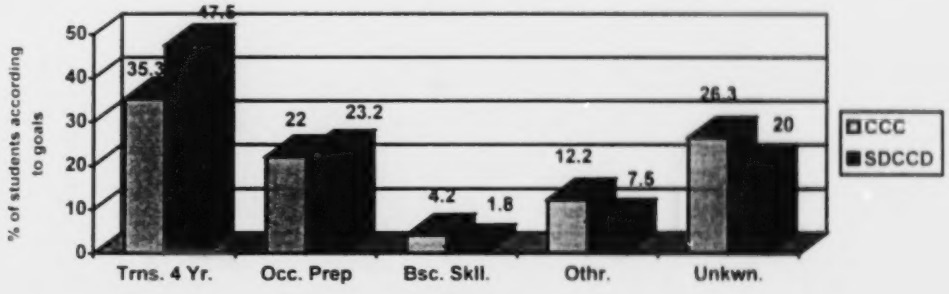
Student educational intent shows the declared goals of students after undergoing matriculation services. Student declared goals identify the primary purposes for which students are enrolled in community colleges. For every ten students enrolled in California's community colleges, five seek preparation for transfer, three seek occupational training, and two want to improve basic skills or other educational objectives.

There were some significant differences between the SDCCD and the CCC in terms of declared goals for students. A higher proportion of SDCCD students declared transfer as their educational goal compared with CCC students (33% at the SDCCD and 25% at the CCC). A higher proportion of SDCCD students also plan to transfer without their AA degrees (10.4% CCC vs. 14.6 SDCCD). At both CCC's (15.9%) and the SDCCD (17.3%), approximately 16% of students have not decided on a goal and are included in the "undecided" category.

2.1 Student Declared Goals and the Master Plan Mission, Fall 1995

Category	CCC Fall 1995		SDCCD Fall 1995	
	Number	Percent	Number	Percent
Transfer to 4 Year Institution	468,303	35.3	20,482	47.5
Occupational Preparation	296,308	22.0	9,775	23.2
Improve Basic Skills	56,378	4.2	769	1.8
Other	163,322	12.2	3,305	7.5
Unknown	352,095	26.3	8,559	20.0
Total	1,336,406	100.0	42,890	100.0

Student Declared Goals, Fall 1995



Measure 2.1 combines specific educational goals of students within the stated Master Plan Mission of California Community Colleges. The following are detailed definitions of each of the goal statements. The goal of *Transfer* indicates a student who wishes to transfer with or without an AA degree. The goal of *Occupational Preparation* indicates a student who wishes to obtain a vocational education degree without transferring; earn a vocational education certificate without transferring; formulate career goals; prepare for a new career; advance in a current career; or maintain a license or certificate. The goal of *Basic Skills is* defined as a student who wishes to improve their basic skills and complete credits for a high school diploma. Choosing *Other* as a goal indicates students who obtain an AA without transferring and/or enroll in educational development. *Unknown* cases are those that are undecided and unreported.

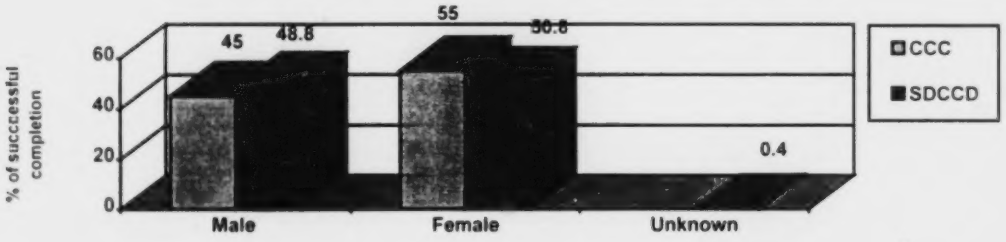
This grouping of students goals to reflect the Master Plan Missions can be used to show the degree of congruence between the instructional services students seek and the course offerings provided by the colleges. It should be noted that many occupational preparation goals are satisfied through transfer goals since most vocational education classes are transferable to four-year universities. The only significant difference in terms of declared goals between CCC's and the SDCCD was the percentage of students planning to transfer to a four-year institution. Close to one-half of all students at the SDCCD plan to transfer to a four-year institution, while over one-third at the entire CCC system declared the same goal. One other notable difference was the proportion of students seeking basic skills, the proportion of these students was two times higher at CCC's (4.2%) compared to the SDCCD (1.8%).

2.2 Credit Course Enrollment By Gender, Fall 1995

Category	CCC FALL 1995		SDCCD Fall 1995	
	Number	%	Number	%
Female	1,664,309	*45	21,779	50.8
Male	1,362,717	*55	20,945	48.8
Unknown/Not Reported	5,877	-	166	.4
Total	3,032,904	100	42,910	100

*Percent does not include unknown, which were not available for the CCC's

Credit Course Enrollment by Gender, Fall 1995



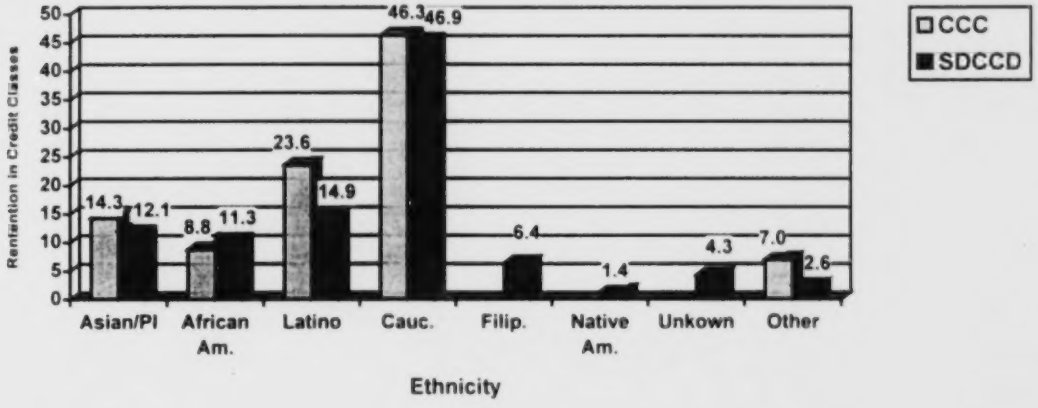
Course enrollments are the sum of students receiving a letter grade of A, B, C, CR, D, NC, F, I or W as the official record at the completion of the course. At CCC's system-wide, and at the SDCCD, females have higher enrollment rates than do males. The gap between males and females is 10% for the entire CCC system and 2% at the SDCCD. At CCC's males comprise 45% of all students while females comprise and 55% of all students; at the SDCCD males comprise 49% of all students while females comprise 51% of all students.

2.3 Credit Course Enrollment By Ethnicity, Fall 1995

Category	CCC Fall 1995		SDCCD Fall 1995	
	Number	% of total	Number	% of total
Asian/Pacific Islander	419,056	14.3	5,194	12.1
African American	259,341	8.8	4,860	11.3
Latino	692,995	23.6	6,393	14.9
Caucasian	1,361,590	46.3	20,124	46.9
Native American	*N/A	*N/A	613	1.4
Filipino	*N/A	*N/A	2,724	6.4
Other	204,387	7.0	1,121	2.6
Unknown	95,534	--	1,861	4.3
Total	3,032,903	100.0	42,890	100.0

*Percent does not include unknowns.
*Data for Native Americans and Filipinos were not available from the CCC.

Credit Course Enrollment by Ethnicity Fall 1995



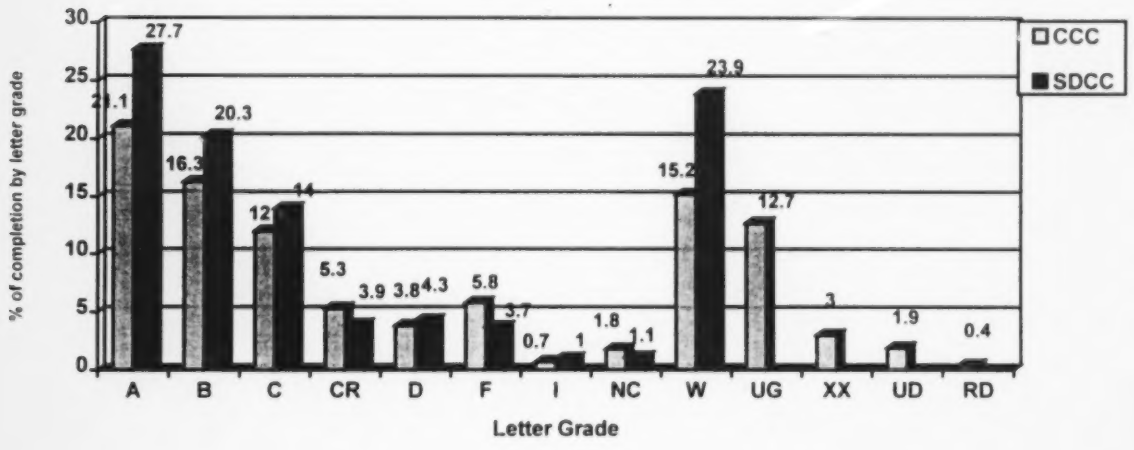
The proportion of Caucasian students at CCC's system-wide and at the SDCCD is almost identical at 46.3% and 46.9% respectively. The proportion of African Americans is about 3% higher at the SDCCD (11.3% vs. 8.8%). The most significant difference between CCC's system-wide and the SDCCD is the proportion of Latinos, which is 10% higher at CCC's system-wide (23.6% vs.14.9%).

2.4 Total Course Enrollments by Letter Grade, Fall 1995

Letter Grade	Fall 1995 SDCCD		Fall 1995 CCC	
	Number	Percent	Number	Percent
A	29,045	27.7	779,775	21.1
B	21,548	20.3	602,782	16.3
C	14,875	14.0	446,082	12.0
CR	4,162	3.9	196,178	5.3
D	4,612	4.3	141,276	3.8
F	3,917	3.7	215,095	5.8
I	1,017	1.0	25,517	.7
NC	1,195	1.1	65,006	1.8
W	25,309	23.9	562,448	15.2
UG	-	-	471,914	12.7
XX	-	-	112,808	3.0
UD	-	-	71,227	1.9
RD			13,854	.4
TOTAL	106,040	100.0	3,703,962	100.0

* UG, XX, UD and RD data were not available for the SDCCD.

Total Course Enrollment by Letter Grade, 1995



This measure shows statewide total credit and non-credit course enrollment for each letter grade notation earned by students. These letter grade notations are end-of term data for students who persist in the course after the first census. The traditional letter grades are A, B, C, D, and F. CR represents credit while NC represents no credit under a pass/fail option instead of receiving a letter grade. W is a withdrawal after the first census.

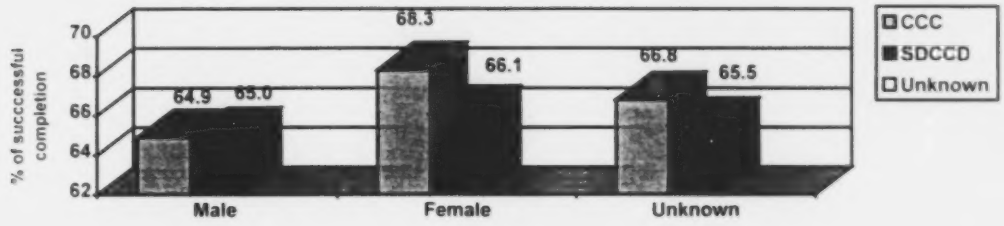
For the CCC, UG represents ungraded, a designation given for non-credit classes; UD represents ungraded dependent on laboratory requirements associated with a scheduled class; RD indicates report delayed, a designation given when an instructor does not turn in a grade on time. Comparable data for the SDCCD for grades UG, XX, UD, and RD were not available.

At CCC's, in the Fall of 1995, the three letter grades most frequently earned were "A" by 21.1% of total course enrollment, "B" by 16.3%, and "W" by 15.2% of total course enrollment. Similarly at the SDCCD, the three letter grades most frequently given were "A" at 27.7%, "B" at 20.3% , and "W" at 23.9%. The only notable differences were the percentage of "A" grades given, (6% higher at the SDCCD at 27.7% compared to 21.1% at the CCC) and the percentage of "W's " given as grades (8% higher at the SDCCD at 23.9% versus 15.2% at CCC).

2.5 Successful Course Completion in Credit Classes by Gender, Fall 1995

Category	CCC FALL 1995		SDCCD Fall 1995	
	Successful	% Successful	Successful	% Successful
Female	1,136,498	68.3	35,457	66.1
Male	884,396	64.9	34,147	65.9
Unknown/ Not Reported	3,923	66.8	386	65.5

Succesful Course Completion by Gender, Fall 1995

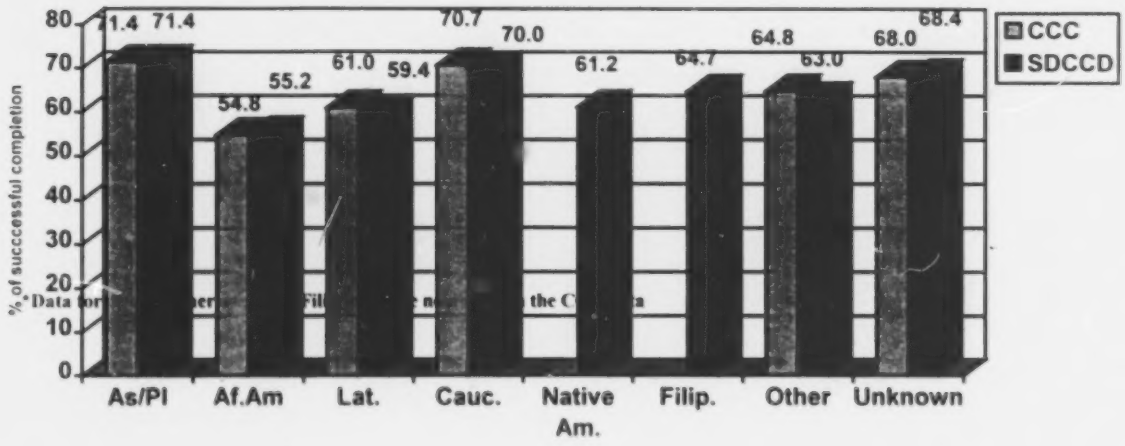


2.6 Successful Course Completion In Credit Classes By Ethnicity, Fall 1995

Category	CCC Fall 1995		SDCCD Fall 1995	
	Successful	% Successful	Successful	% Successful
Asian/Pacific Islander	299,348	71.5	10,676	71.4
African American	142,171	54.8	7,097	55.2
Latino	422,806	61	9,686	59.4
Caucasian	962,972	70.7	32,103	70.0
Native American	*N/A	*N/A	891	61.2
Filipino	*N/A	*N/A	4,658	64.7
Other	132,528	64.8	1,977	63.0
Unknown	64,992	68.0	2,902	68.4
Total	2,024,817	66.8	69,990	66.0

*Data for Native Americans and Filipinos were not listed in the CCC data.

Succesful Course Completion by Ethnicity, Fall 1995

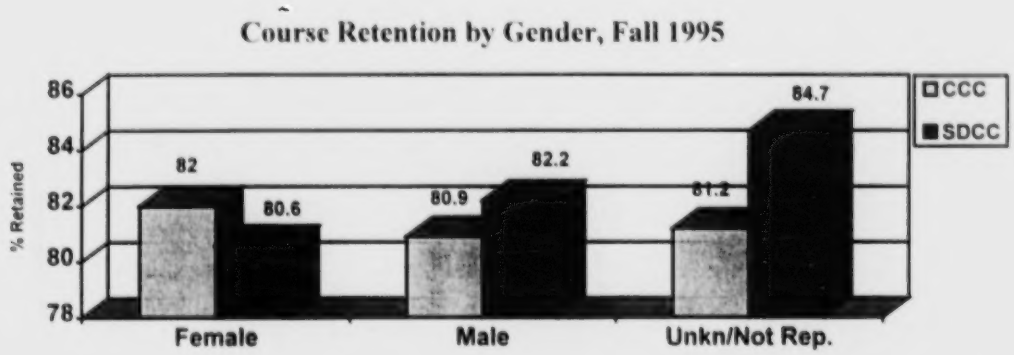


Successful course completion is an indicator of student academic performance. The successful course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A, B, C, or CR divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, and MW.

No significant differences were found in terms of successful course completion by gender and ethnicity between CCC's and the SDCCD. In fact, the data were almost identical, successful course completion by gender and/or ethnicity did not differ by more than one percent between CCC's and the SDCCD.

2.7 Course Retention in Credit Classes by Gender, Fall 1995

Category	CCC FALL 1995		SDCCD Fall 1995	
	Attempted	% Retention	Attempted	% Retained
Female	1,664,309	82.0	23,621	80.6
Male	1,362,717	80.9	22,595	82.2
Unknown/Not Reported	5,877	81.2	189	84.7



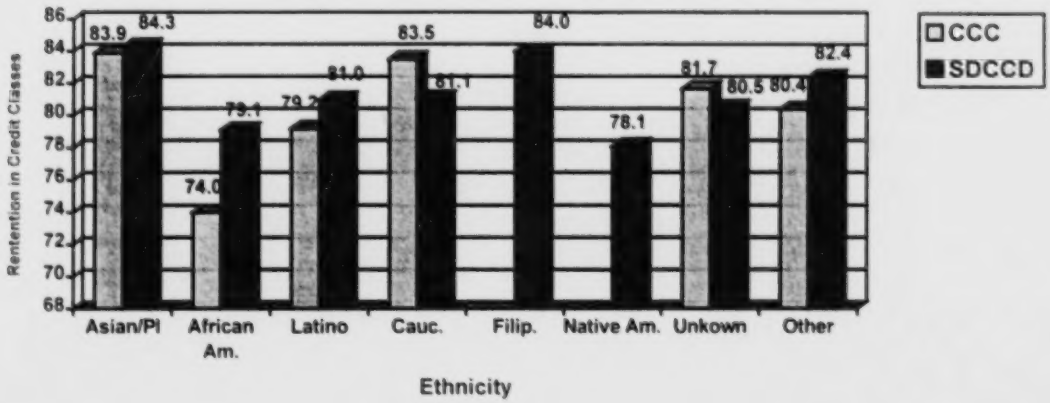
The course retention rate is the proportion of students receiving an end-of-term official letter grade of A, B, C, D, CR, NC, F, or I out of the total that attempt the course. High retention rates may be an indicator of high levels of student satisfaction with the instructional material and the way it is presented, the ability of students to master course material, the situational characteristics of students that allow them to continue in school, and the ability of students to receive passing grades on assignments, examinations, etc. Retention rates did not differ by more than 2% between males and females within the SDCCD and CCC's system-wide.

2.8 Course Retention in Credit Classes by Ethnicity, Fall 1995

ETHNICITY	CCC		SDCCD	
	Attempted Fall 1995	% Retained Fall 1995	Attempted Fall 1995	% Retained Fall 1995
	Number	Percent	Number	Percent
Native American	N/A	N/A	668	78.1
Asian/ Pacific Islander	419,056	83.9	5,566	84.3
African American	259,341	74	5,405	79.1
Latino	692,995	79.2	6,918	81.0
Caucasian	1,361,590	83.5	21,630	81.1
Filipino	N/A	N/A	2,985	84
Other	204,387	80.4	1,214	82.4
Unknown	95,534	81.7	2,019	80.5

*SDCCD data includes "drop" in units attempted, CCC does not
*Data for Native Americans and Filipinos were not listed in the CCC data

Retention of Full-Time Students by Ethnicity, Fall 1995

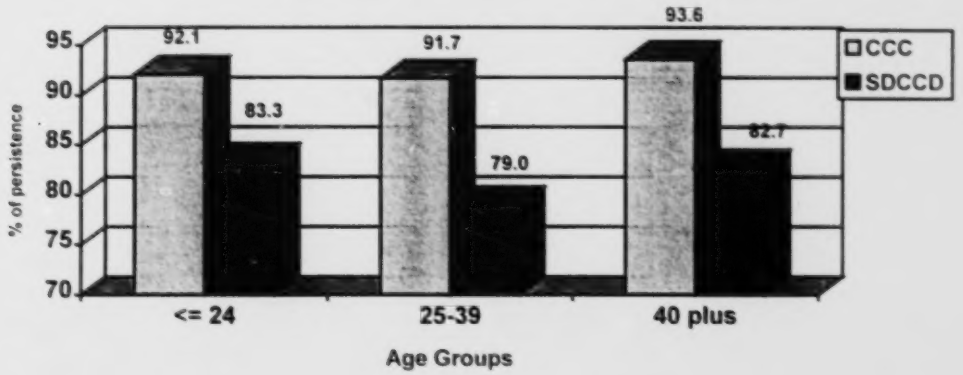


The retention rates by ethnicity between the SDCCD and CCC's sytem-wide showed no significant differences. Retention rates for Asians/Pacific Islanders were approximately the same at both the CCC and at the SDCCD (84.3% vs. 83.9%); African Americans retention rates were about 5% higher at the SDCCD (79.1% vs. 74%); Latino retention rates were about 2% higher at the SDCCD, (81% vs. 79.2%). Retention rates for Caucasians were about 2% lower at the SDCCD (81.1% vs. 83.5%). In the "other" category retention rates were 2% higher at the SDCCD (82.4% vs. 80.4), and finally, in the unknown category, retention rates were about 1% higher at CCC's (81.7% vs. 80.5%).

2.9 Persistence Rates For Full Time Students by Age, Fall 1995-Spring 1996

Age	CCC			SDCCD		
	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996	Enrolled Fall 1995	Persisted Spring, 1996	% Persisted Spring 1996
	Number	Number	Percent	Number	Number	Percent
<= 24 years	308,201	283,974	92.1	4,264	3,551	83.3
25-39	121,114	111,100	91.7	1,928	1,541	79.9
40 Plus	39,195	36,692	93.6	532	440	82.7

Persistence Rates, Full Time Student by Age, 1995-1996



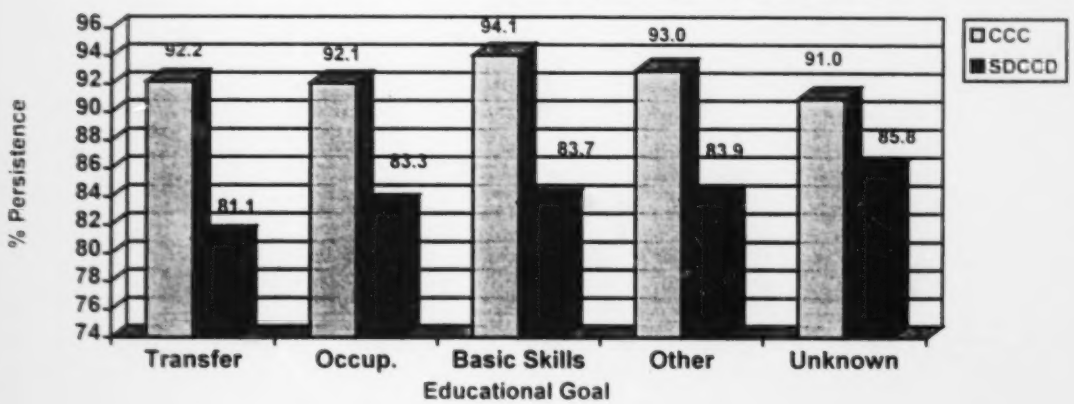
A student persists from the Fall term to the Spring terms if he/she is enrolled in at least one course during each term and receives a letter grade notation of A, B, C, D, F, CR, NC, W or I upon completion of the course. The persistence rate is computed as the student headcount persisting in the Spring term, divided by the total headcount enrolled during the preceding Fall term. A student is considered full time when his/her credit unit workload is 12 units or more.

For full-time students, their ages and goals are not associated with much variation in the persistence rate. For the entire CCC system from Fall 1995 to Spring 1996, persistence was highest for the age group over 40 years old, where close to 94% persisted. Persistence in the 18-24 and 25-39 was almost identical at about 92%. At the SDCCD from Fall 1995 to Spring 1996, persistence was highest for the age group of 24 years old and younger at 83.3%; persistence in the 40 and over age group was second highest at 82.7; and persistence in the 25-39 age group was the lowest at 79.9%. In general persistence was higher at CCC's.

2.10 Persistence Rates For Full -Time Students by Educational Goal, Fall 1994-Spring 1995

Educational Goal	CCC			SDCCD		
	Enrolled Fall 1995	Persisted Spring 1995	% Persisted Spring 1996	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996
	Number	Number	Percent	Number	Number	Percent
Transfer	245,023	22,007	92.2	3,754	3,042	81.1
Occupational	87,164	80,264	92.1	830	691	83.3
Improve Basic Skills	13,286	12,499	94.1	209	175	83.7
Other	47,245	43,955	93	1,783	1,496	83.9
Unknown	75,792	69,041	91	148	127	85.8
Total	468,510	431,766	92.2	6,724	5,531	82.3

Persistence Rate of Full-Time Students by Educational Goal, 1995

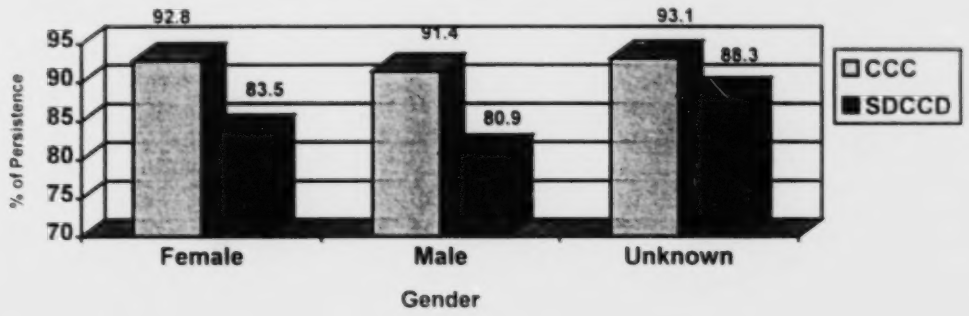


At CCC's system-wide, from Fall 1995 to Spring 1996, full-time student persistence was highest for those with the educational goals of "improving basic skills" (94%) and "other" (93%). Persistence was lowest in the "unknown" category (91.1%). At the SDCCD, from Fall 1995 to Spring 1996, persistence was highest for those with the educational goal "unknown" (85.8%). Persistence was lowest for those with "transfer" (81.1%) as an educational goal.

2.11 Persistence Rates For Full Time Students by Gender, Fall 1994-Spring 1995

Gender	CCC			SDCCD		
	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996
	Number	Number	Percent	Number	Number	Percent
Female	258,037	239,731	92.8	3,355	2800	83.5
Male	209,709	191,684	91.4	3,309	2,678	80.9
Unknown	764	711	93.1	60	53	88.3

Persistence Rates of Full- Time Students by Gender, 1995-1996

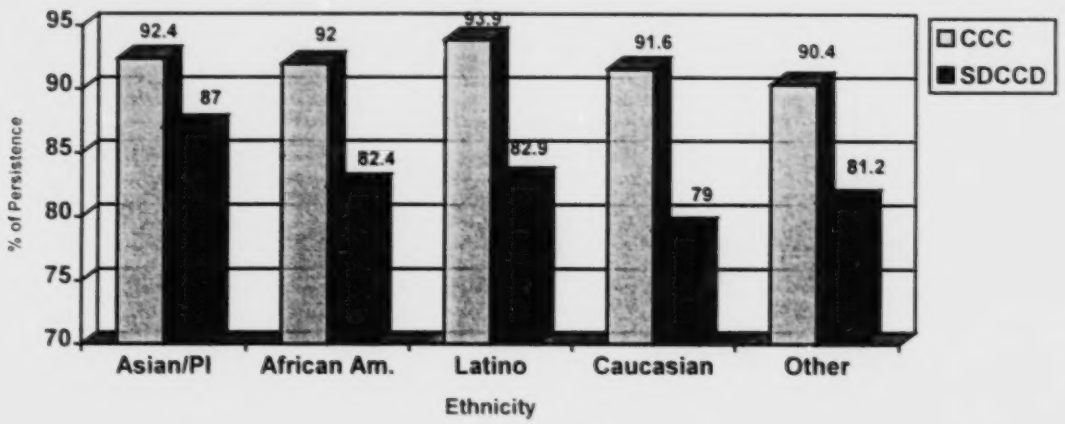


At CCC's, from Fall 1995 to Spring 1996, full-time student persistence was higher for females (92.8%) than males (91.4%). Similarly, from Fall 1995 to Spring 1996, persistence was higher at the SDCCD for females (83.5%) than it was for males (80.9%).

2.12 Persistence Rates For Full Time Students by Ethnicity, Fall 1995-Spring 1996

ETHNICITY	CCC			SDCCD		
	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996
	Number	Number	Percent	Number	Number	Percent
Asian/ Pacific Islander	75,944	70,159	92.4	1,833	1,594	87.0
African American	33,991	31,273	92.0	737	607	82.4
Latino	107,630	101,028	93.9	925	767	82.9
Caucasian	204,041	186,915	91.6	2,648	2,091	79.0
Other	46,904	42,391	90.4	581	472	81.2
Total	468,510	431,766	92.2	6,724	5,531	82.3

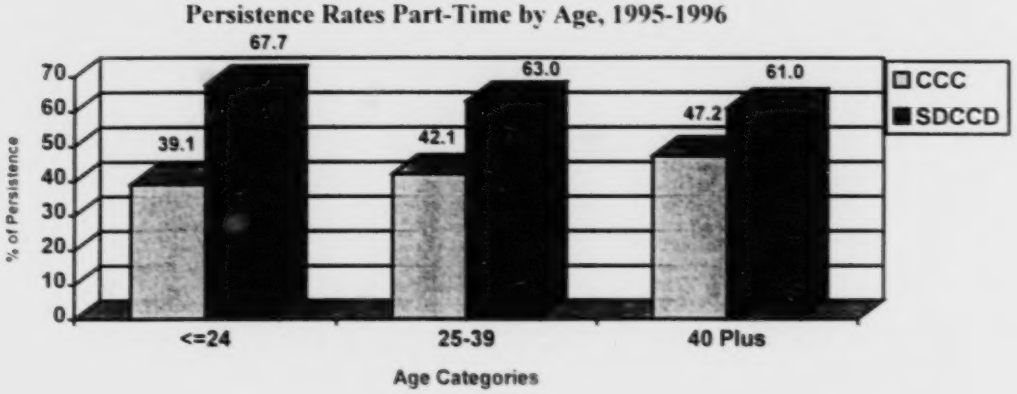
Persistence of Full-Time Students by Ethnicity, 1995-1996



At CCC's system-wide, from Fall 1995 to Spring 1996 persistence was highest for Latinos (93.6%). Asians/Pacific Islanders persisted at the second highest rates (92.6%). Those in the "other" and "Caucasian" categories persisted at rates of 91.2% and 91.4% respectively. At the SDCCD, from Fall 1995 to Spring 1996, persistence was highest among Asians/Pacific Islander at 87%. Latinos persisted at the second highest levels at 82.9%. Persistence levels were lowest for Caucasians at 79%.

2.13 Persistence Rates For Part-Time Students by Age, Fall 1994-Spring 1995

Age	CCC			SDCCD		
	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996
	Number	Number	Percent	Number	Number	Percent
<= 24 years	246,488	103,437	39.1	12,107	8,200	67.7
25-39	259,083	108,950	42.1	11,559	7,283	63.0
40 Plus	144,152	67,989	47.2	3,673	2,241	61.0

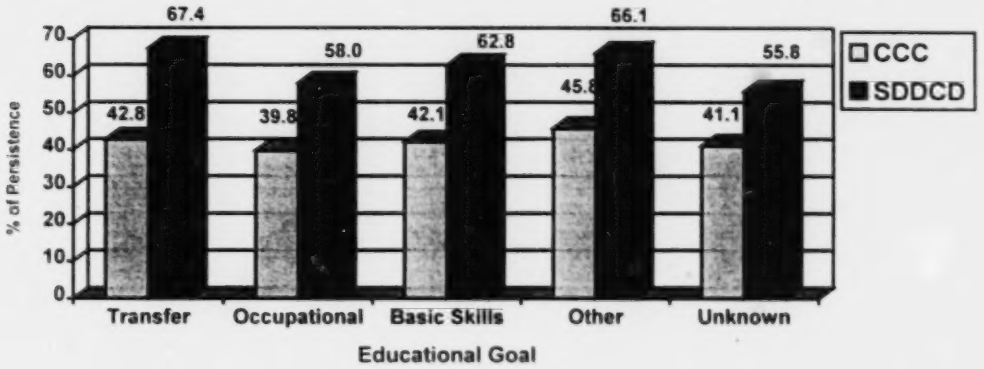


At CCC's, among part-time students, persistence rates increase with age, with students over 40 years persisting at the highest rate at 47.2 %. Persistence was lowest for those 24 years and younger (39.1%). Conversely, at the SDCCD, persistence rates for part-time students decreases with age. Persistence rates were highest for the youngest age group, those less than or equal to 24 years old (67.7%), and lowest for the oldest age group, those over 40 (61.1%). Persistence rates in general were higher for all part-time students at the SDCCD than they were at the CCC's.

2.14 Persistence Rates For Part-time Students by Educational Goal, Fall 1995-Spring 1996

Educational Goal	CCC			SDCCD		
	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996
	Number	Number	Percent	Number	Number	Percent
Transfer	222,205	95,089	42.8	12,608	8,497	67.4
Occupational	191,839	76,434	39.8	4,791	2,778	58.0
Improve Basic Skills	25,171	10,585	42.1	1,159	728	62.8
Other	93,688	42,901	45.8	7,993	5,281	66.1
Unknown	134,820	55,367	41.1	788	440	55.8
Total	667,723	280,376	42.0	27,339	17,724	64.8

Persistence For Part-Time Students by Educational Goal 1995-1996



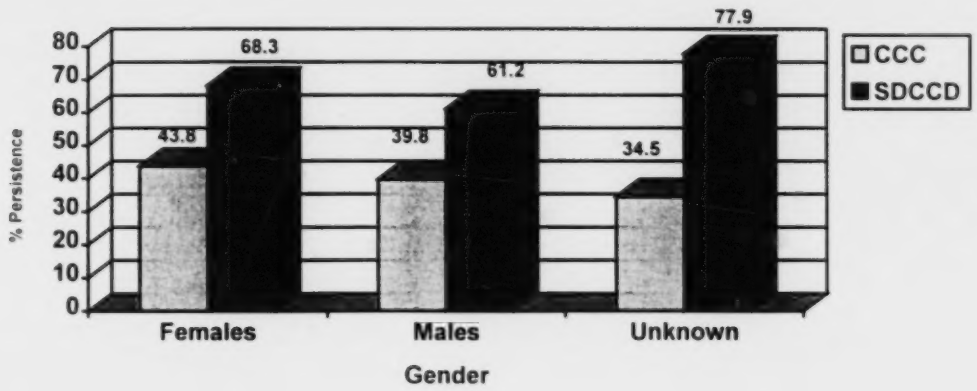
At CCC's, from Fall 1995 to Spring 1996, persistence rates for part-time students were highest for those with the educational goals of "other" (45.8%); persistence rates were lowest in the "occupational" category (41.1%). At the SDCCD, from Fall 1995 to Spring 1996, part-time persistence was highest for those with "transfer" as an educational goal (67.4%), persistence was lowest for those with an "unknown" (55.8%) educational goal. At CCC's there is little variance in part time persistence by educational goal. However, at the SDCCD, persistence is 12% higher for students with an educational goal of "transfer" compared to those with an "unknown" educational goal.

In summary, full-time students at CCC's persist at higher rates than those at the SDCCD, part-time students at the SDCCD persist at significantly higher rates than those at CCC's.

2.15 Persistence Rates For Part-Time Students by Gender, Fall 1995-Spring 1996

Gender	CCC			SDCCD		
	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996	Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996
	Number	Number	Percent	Number	Number	Percent
Female	370,706	162,320	43.8	13,747	9,392	68.3
Male	298,496	117,531	39.8	13,515	8,272	61.2
Unknown	1,521	525	34.5	77	60	77.9

Persistence Rates For Part-Time Students by Gender, 1995-1996



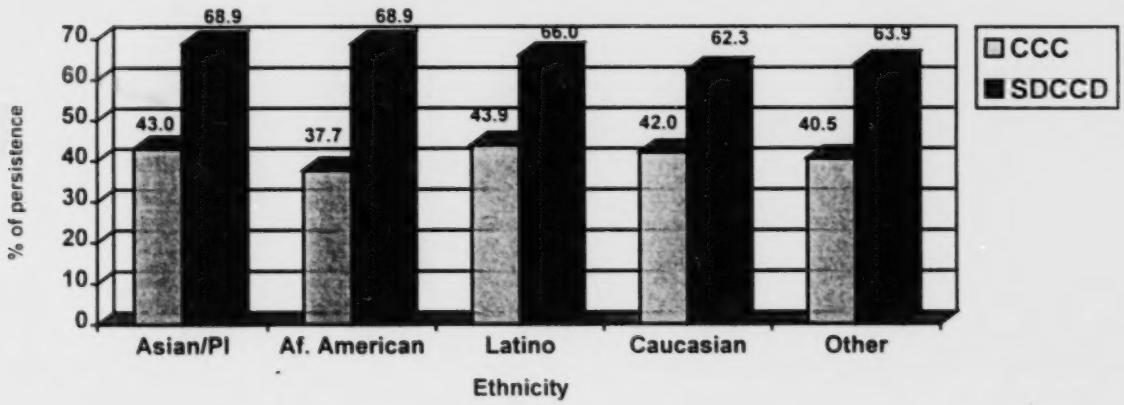
At CCC's, from Fall 1995 to Spring 1996, part-time student persistence was highest for females at 43.8%, and lowest in the "unknown" category. Part-time students persist at less than half the rate of full-time students at CCC's. From Fall 1995 to Spring 1996, persistence was highest at the SDCCD for those in the "unknown" category at 77.9%. At the SDCCD, persistence rates were higher for females (68.3%) than for males (61.2%).

When examined by gender and part-time status, females (68% vs. 43%), males (61.2% vs.39%), and those in the "unknown" (77.9% vs. 34.5%) category persisted at significantly higher rates at the SDCCD than at CCC's. This reflects the overall finding of higher persistence rates for part time students in the SDCCD compared with the CCC.

2.16 Persistence Rates For Part- Time Students by Ethnicity, Fall 1995-Spring 1996

ETHNICITY	CCC, Enrolled Fall 1995	Persisted Spring 1996	% Persisted Spring 1996	SDCCD, Enrolled Fall 1995	Persisted Spring, 1996	% Persisted Spring 1996
	Number	Number	Percent	Number	Number	Percent
Asian/ Pacific Islander	70,441	30,.263	43.0	4,710	3,243	68.9
African American	58,777	22,137	37.7	2,962	2,042	68.9
Latino	144.862	63,584	43.9	4,124	2,720	66.0
Caucasian	325,952	136,982	42.0	13,289	8,279	62.3
Other	67,691	27,410	40.5	2,254	1,440	63.9
Total	667,723	280,376	42.0	27,339	17,724	64.8

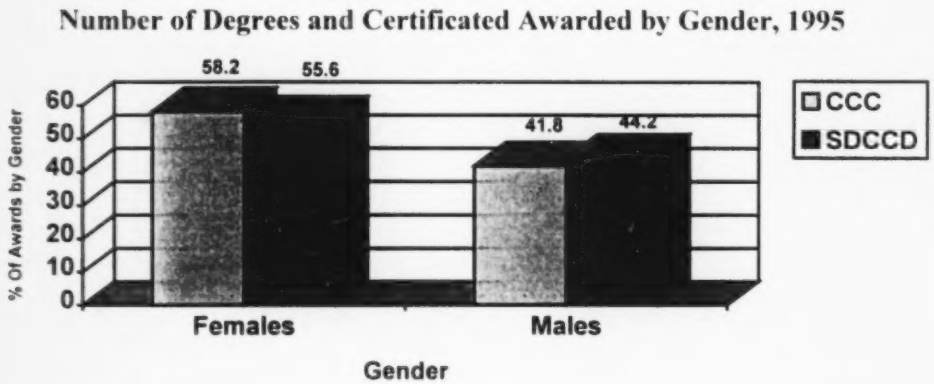
Persistence Rates, Part-Time Students by Ethnicity, 1995-1996



At CCC's, from Fall 1995 to Spring 1996, persistence was highest among part-time students for Latinos (43.9%), while Asians/Pacific Islanders persisted at the second highest rates (43%). African Americans persisted at the lowest rates (37.7%). At the SDCCD, from Fall 1995 to Spring 1996, persistence was highest among Asians/Pacific Islanders and African American at 68.9%. At the CCC, persistence was lowest for Caucasians (62.3%). In contrast to persistence data for full-time students, persistence rates for part-time students were higher for all ethnic categories at the SDCCD than they were at the CCC's.

2.17 Number of Degrees and Certificates Awarded by Gender, Fall 1995

Gender	CCC, Fall 1995		SDCCD, Fall 1995	
	Number	Percent	Number	Percent
Female	50,358	58.2	1,499	55.6
Male	36,187	41.8	1,191	44.2

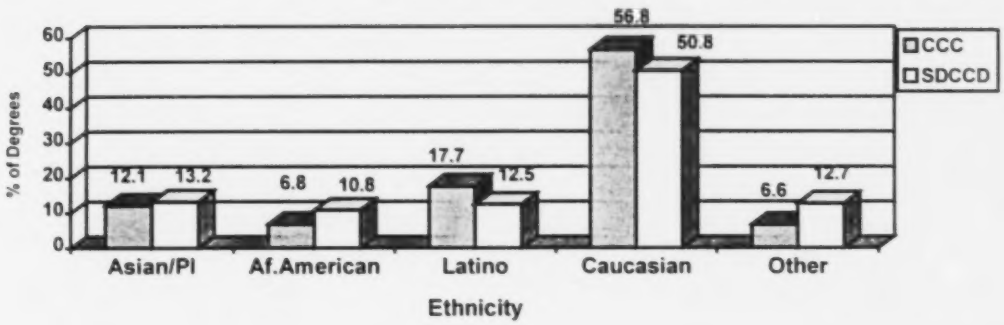


This measure shows the percentage of total degrees and certificates awarded by gender. At both CCC's, and the SDCCD, a higher percentage of certificates/degrees were awarded to females than males. However, the difference between the percentage of males and females awarded certificates/ degrees is smaller at the SDCCD than at the CCC. Among the degrees awarded at the SDCCD, 44% went to males and 56% went to females. Among the students earning degrees at the CCC, 42% of the students were males and 58% were females.

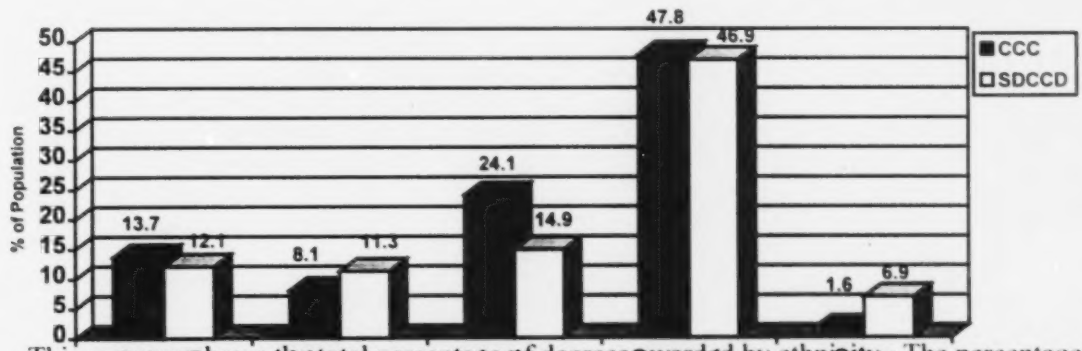
2.18 Number of Degrees and Certificates Awarded by Ethnicity

ETHNICITY	CCC			SDCCD		
	Number by Ethnicity	% by Ethnicity	Ethnicity as prop. of total pop	Number by Ethnicity	% by Ethnicity	Ethnicity as prop. of total pop.
	Number	Percent	Percent	Number	Percent	Percent
Asian/Pacific Islander	10,431	12.1	13.7	356	13.2	12.1
African American	5,902	6.8	8.1	292	10.8	11.3
Latino	15,288	17.7	24.1	336	12.5	14.9
Caucasian	49,116	56.8	47.8	1,370	50.8	46.9
Other	5,808	6.6	1.6	342	12.7	6.9
Total	86,545	100	100	2,696	100	100

Percentage of Degrees Awarded by Ethnicity



Ethnicity as Proportion of Population

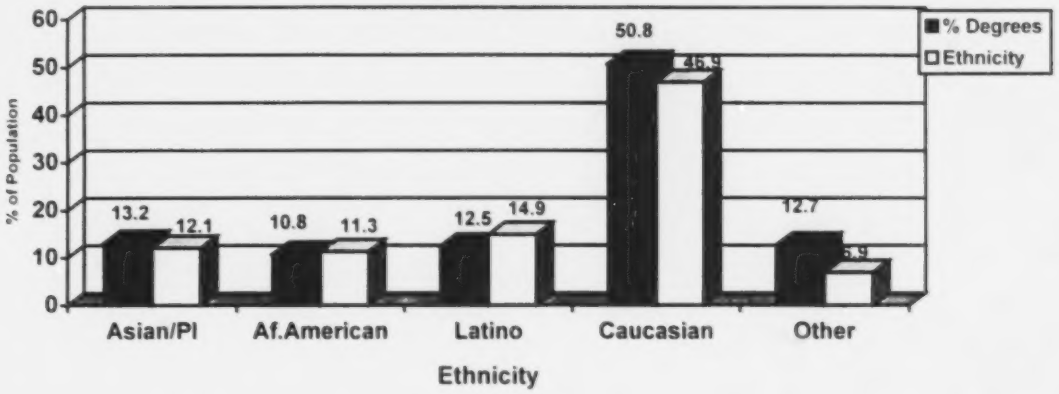


This measure shows the total percentage of degrees awarded by ethnicity. The percentage of degrees awarded by ethnicity is shown in the first graph, while the proportion of the total population by ethnicity is portrayed in the second. Although listing the percentage of degrees awarded by ethnicity reveals important information about the distribution of degree across ethnic groups, in order to shed perspective on this data, it is important to know the proportion of students in each of the ethnic groups that make up the total student population.

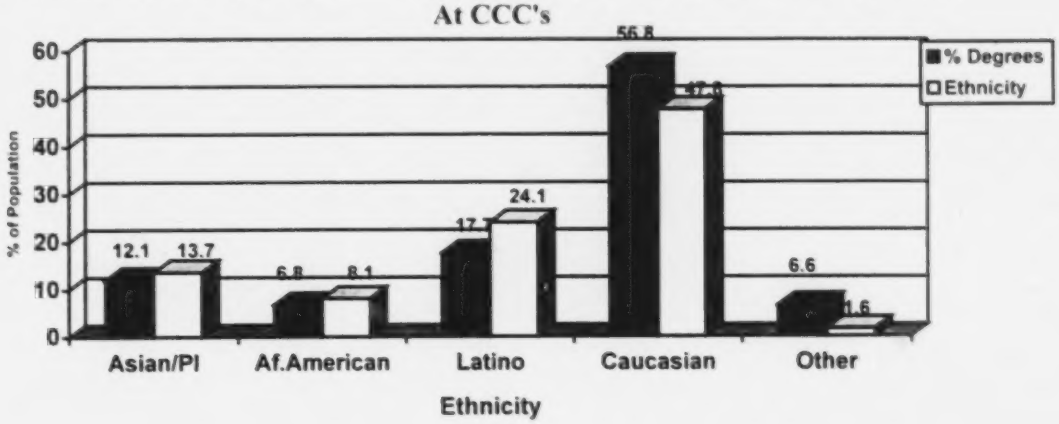
Asians receive about 12% (13.7% total pop) of awards (certificates/degrees) at the CCC and 13% at the SDCCD (12.1% total pop). African Americans receive about 7% of all awards (certificates/degrees) at CCC's (8% total pop) and about 11% at the SDCCD (11.3% total pop). Latinos were awarded about 18% of all certificates/degrees at the CCC (24% total pop) and 13% at the SDCCD (15% of total pop). Caucasians receive about 57% of all awards (48% total pop) at the CCC's and about 51% of all awards at the SDCCD (47% of total pop). Finally, those in the "other" category were awarded close to 7% of all degrees at the CCC's (1.6% total pop) and close to 13% at the SDCCD (7% of total pop).

Latinos earn 18% of the awards (certificates/degree) at the CCC's, and comprise 24% of the total population. At the SDCCD the disparity between population and awards received by Latinos was not nearly as great. Latinos earn close to 13% of all awards (certificates/degrees) and they comprise close to 15% of the total population.

Percentage of Degree byEthnicity & Ethnicity as a Proportion of Population At SDCCD



Percentage of Degree byEthnicity & Ethnicity as a Proportion of Population At CCC's

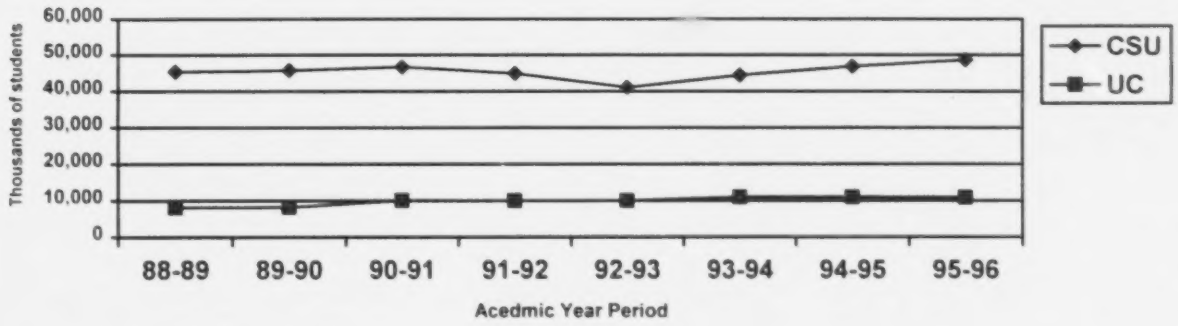


2.19 Full-Year Transfers From the California Community Colleges and San Diego Community Colleges to the California State University and the University of California, 1988-1996

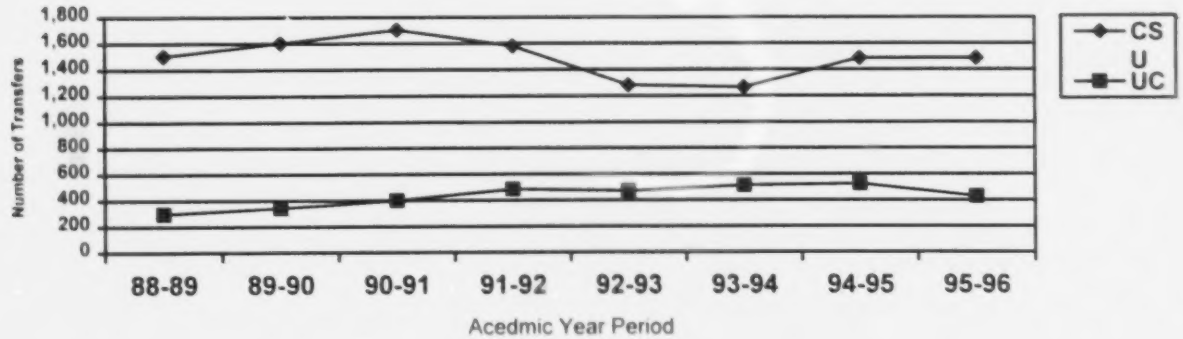
School Year	California Community Colleges				San Diego Community College District			
	Transferred to CSU		Transferred to UC		Transferred to CSU		Transferred to UC	
	Number	Percent Change	Number	Percent Change	Number	Percent Change	Number	Percent Change
1988-89	45,402	1.6%	8,145	5.6%	1,503	4.7%	298	4.6%
1989-90	45,724	0.7%	8,164	0.2%	1,601	6.5%	342	14.8%
1990-91	46,768	2.3%	10,032	22.9%	1,705	6.5%	400	17.0%
1991-92	44,900	-4.0%	9,972	-0.6%	1,579	-7.4%	485	21.3%
1992-93	40,980	-8.7%	9,993	0.2%	1,281	-18.9%	471	-2.9%
1993-94	44,420	8.4%	10,940	10.9%	1,264	-1.3%	514	9.1%
1994-95	46,912	5.6%	10,929	-0.1%	1,486	17.6%	526	2.3%
1995-96	48,688	3.7%	10,886	-0.4%	1,487	0.1%	430	-18.3%

Source: CCC data from the Effectiveness of California Community Colleges on Selected Performance Measures, October 1997, Chancellor's Office California Community Colleges; SDCCD data from Student Profiles, August 1997, California Postsecondary Education Commission.

Full-Year Transfers from the CCC to the CSU & UC 1988-1996



Full-Year Transfer from SDCCD to CSU and UC, 1988-1996



The graphs above indicate the sum of transfers from CCC's and the SDCCD to any of the CSU or UC campuses during the academic year. This measure indicates the success of community colleges in preparing transfer students to enroll at a CSU or a UC campus.

Among students attending a CCC, transfers to a CSU have increased for the fourth consecutive year and are now nearly 2,000 above the 1990-1991 level. The impact of budget constraints, due to California's economic recession, is reflected in the CSU's enrollment of transfer students in 1992-1993. Transfers to a UC declined in 1989, but showed their greatest increase since 1990 in late 1991-1992. UC transfers remained constant during the last six years.

From 1988-1991 the number of students from the SDCCD transferring to a CSU increased steadily. Beginning in 1992 the number of transfers started to decline slightly, between 1992 and 1993 the number of students transferring was down nearly 20%. By 1994 the number of transfers was up nearly 18% and has increased very slightly since. The number of students from the SDCCD transferring to a UC increased steadily from 1988 to 1992. From 1992-1995 the number of transfers has fluctuated slightly, however, between 1995 and 1996 the number of transfers declined by approximately 90 students.

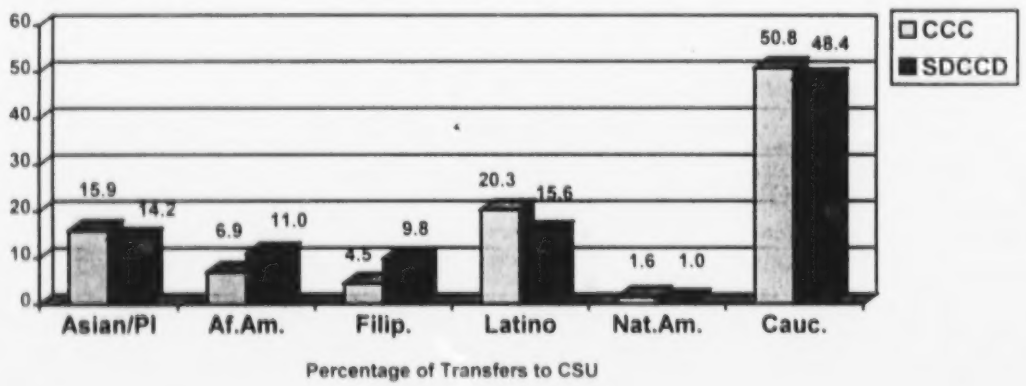
It should be noted that transfer numbers are influenced by a variety of factors generated by both the community college and University systems, as well as statewide economic trends.

2.20 Transfers from the California Community Colleges and the San Diego Community Colleges to the California State University by Ethnicity, 1995-96

Race/Ethnicity	CCC Full Year 1995-96		SDCCD Full Year 1995-96	
	Number	Percent	Number	Percent
Asian/Pacific Islander	6,562	15.9	176	14.2
African American	2,836	6.9	137	11.0
Filipino	1,840	4.5	122	9.8
Latino	8,334	20.3	194	15.6
Native American	641	1.6	13	1.0
Caucasian	20,931	50.8	601	48.4
Known Ethnic Total	41,144		1,243	
Non-Resident Alien	1,571		39	
No Response and Other	5,973		205	
Total	48,688	100.0	1,487	100.0

Source: CCC data from the Effectiveness of California Community Colleges on Selected Performance Measures, October 1997, Chancellor's Office California Community Colleges. SDCCD data from Student Profiles, August 1997, California Postsecondary Education Commission.

Percentage of Ethnic Transfers from CCC & SDCCD to CSU, 1995-1996



Between 1995 and 1996 transfers from CCC's to the CSU increased for all ethnic categories except for Caucasians. In the same time frame, transfers from the SDCCD to the CSU increased for all ethnic categories except for Caucasians and Native Americans. There were no major differences between CCC's and the SDCCD in terms of the percentage of transfers by ethnicity. The most notable difference between the CCC and the SDCCD was the higher percentage of Filipino SDCCD transfers to the CSU. The percentage of transfers to the CSU that were African Americans also differed slightly. For the CCC's 6.9% of transfers were African American, while 11% of transfers to the CSU from the SDCCD were African American. There was about a 5% difference in the percentage of Latino transfers. Approximately 20% of transfers from the CCC were Latino, while 15.6% from the SDCCD were Latino.

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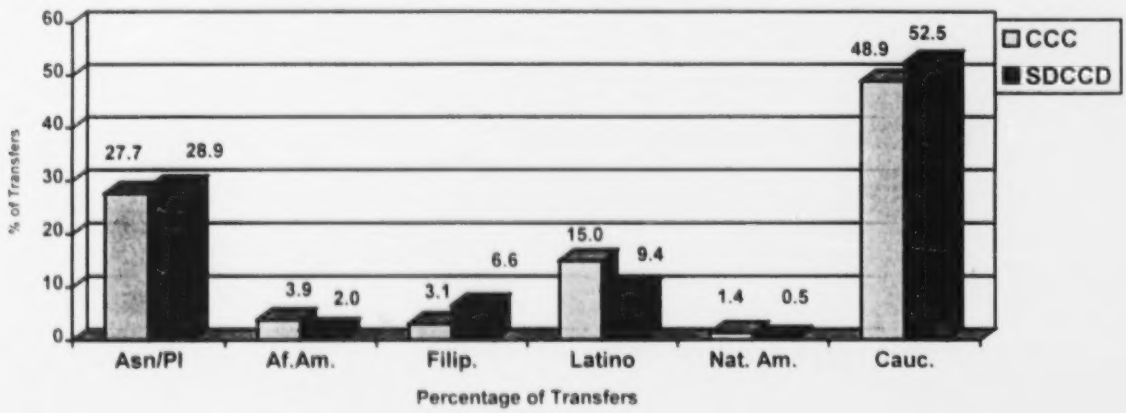
2.21 Transfers from the California Community Colleges and the San Diego Community Colleges to the University of California by Ethnicity, Full Year 1994-1995 and 1995-96

Race/Ethnicity	CCC Full Year 1995-96		SDCCD Full Year 1995-96	
	Number	Percent	Number	Percent
Asian/Pacific Islander	2,767	27.7	114	28.9
African American	386	3.9	8	2.0
Filipino	310	3.1	26	6.6
Latino	1,503	15.0	37	9.4
Native American	137	1.4	2	0.5
Caucasian	4,888	48.9	207	52.5
Known Ethnic Total	9,991		394	
Non-Resident Alien	0		0	
No Response and Other	895		36	
Total	10,886	100	430	100

Source: CCC data from the Effectiveness of California Community Colleges on Selected Performance Measures, October 1997, Chancellor's Office California Community Colleges. SDCCD data from Student Profiles, August 1997, California Postsecondary Education Commission.

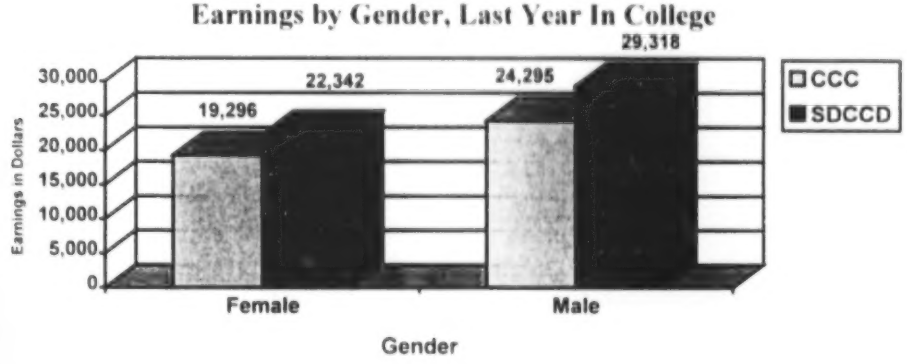
Ethnic Transfers from CCC & SDCCD to UC 1995-1996

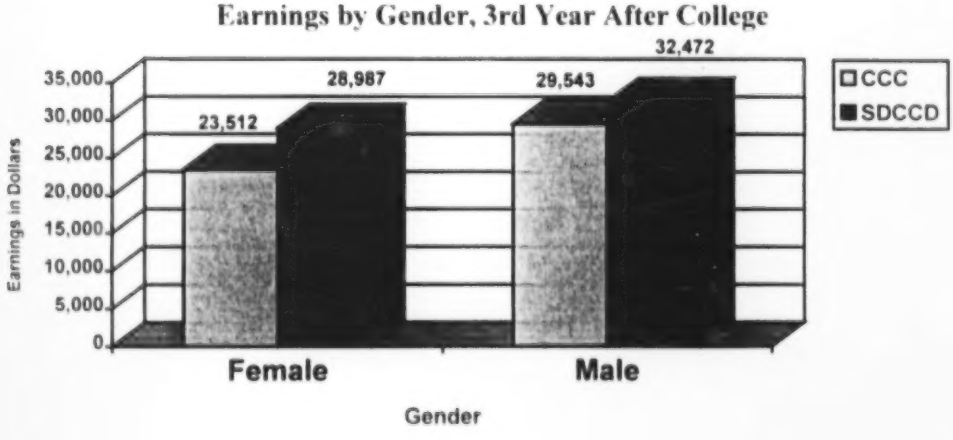


There were some differences between the CCC's and the SDCCD in terms of the percentage of transfers by ethnicity. The most notable difference was the percentage of Filipinos transferring from the SDCCD (6.6%) into a UC campus which was more than double that from CCC's system-wide (3.1%). The percentage of African American transfers from CCC's (3.9%) to a UC were close to double the percentage transferring from the SDCCD (2.0%). One last notable difference was the difference in the percentage of Latino transfers to a UC campus, 15% of transfers from CCC's were Latino while 9% of transfers from the SDCCD were Latino.

2.22 Earnings by Gender, Last Year and 3rd After College, CCC and SDCCD, 1995

Gender	CCC, Earnings 1995		SDCCD, Earnings 1995	
	Earnings Last Year	Earnings Third Year	Last Year	Third Year
Female	$19,296	$23,512	$22,342	$28,987
Male	$24,295	$29,543	$29,318	$32,472





This measure shows the annual earnings of former community college students during their last year in college and in their third year out of college. This measure uses official employer reported data to the Employment Development Department for purposes of unemployment insurance and tax withholding (also known as the Unemployment Insurance).

UI wage records contain reports of earnings of each employee from employers as required in complying with the State's Unemployment Compensation Law. Approximately 95% of individuals employed in California are included in UI wage records. UI wage data does not include those who are self employed, paid entirely on commission basis, federal government employees, or those who are employed outside of California.

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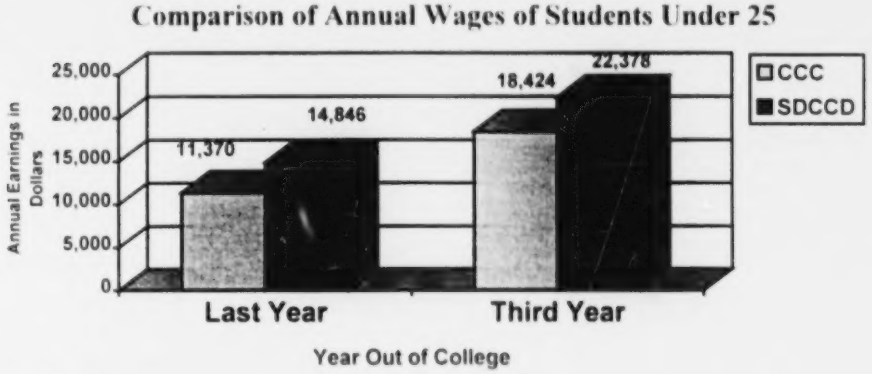
National research studies indicate that tracking students through official UI wage data records is an efficient and effective approach for assessing the employment and earning performance of community college students. The cohort used in this study are students who left college in 1990-1992 and who did not enroll thereafter. These students were tracked for three years after leaving college. The graphs portray earnings by gender in their last year of college and in their third year out of college.

While females generally earn less than males, at the CCC's females earn $3,000 less than their counterparts at the SDCCD in their first year out of college ($19,296 vs. $22,342). Males at CCC's earn $5,000 less than their counterparts at the SDCCD in their first year out of college ($24,295 vs. $29,318). When comparing wages of students in their third year out of college we find a slight change by gender. At the CCC's females earn $5,000 less compared to SDCCD females. CCC males, in their third year out of college, earn close to $3,000 less SDCCD males. In summary, SDCCD students earn significantly more than CCC students in both their last year in college and their third year out of college.

2.23 Comparison of Annual Wages of SDCCD Student Under 25 to CCC Students

CCC, Students Under 25 Years Old		SDCCD Students Under 25 years Old	
Last Year In College	Third Year Out of College	Last Year In College	Third Year Out Of College
$11,370	$18,424	$14,846	$22,378



This measure shows the annual earnings of former community college students by age during their last year in college and in their third year out of college.

The age that an individual leaves community college is a strong proxy variable for years of prior employment experience, and also a strong predictor of annual earnings. For those students twenty-five years old and younger, earnings differed dramatically between their last year in college and their third year out of college. For all students under 25 years old at CCC's earnings were $7,000 higher in their third year out of college than they were in their last year of college ($11,370 vs. $18,424).
For all students under 25 years old at the SDCCD earnings were also over $7,000 higher in their third year out of college as compared to their last year in college ($14,846, vs. $22,378).

The difference in earnings between students attending CCC's and the SDCCD were significantly different. At the SDCCD students in their last year of college earn close to $3,500 more than their counterparts at CCC's ($11,370 CCC vs. $14,846 SDCCD). Students at the SDCCD in their third year out of college earn nearly $4,000 more than their counterparts from the CCC.

STUDENT SUCCESS
SUMMARY

Student success is an important measure to gauge differences between the CCC students and SDCCD. Throughout this section we examined student success using 24 different measures and comparisons. The data gathered using these indicators suggest many interesting differences and similarities between the CCC and SDCCD students. There were no significant differences between the SDCCD and the CCC in terms of declared goals for students. The largest percentage of students at both CCC and SDCCD declared that transfer with an AA degree was their goal. When student declared goals were combined with the Master Plan Mission, over one-third of the students at the CCC and almost half of the students at the SDCCD stated that they planned on transferring to a four-year institution.

Enrollment by gender at the CCC and at the SDCCD differed by only a small percent. At the CCC males comprise 45% of all students while females comprise and 55%; at the SDCCD males comprise 49% of all students while females comprise 51%. Enrollment by ethnicity at the SDCCD and the CCC was similar in the proportion with Caucasians comprising the student population (about 46%), however, a greater percentage of Latino were enrolled at the CCC (24%) versus the SDCCD (15%).

At CCC, in the Fall of 1995, the three letter grades most frequently earned were "A" by 21% of total course enrollment, "B" by 16%, and "W" by 15% of total course enrollment. Similarly at the SDCCD, the three letter grades most frequently given were "A" at 28%, "B" at 20%, and "W" at 24%. No significant differences were found in terms of successful course completion by gender and ethnicity between CCC and the SDCCD.

At the CCC persistence was highest among students 40 years or older, while at the SDCCD persistence was highest for students 24 years or younger. Persistence by educational goals showed little difference between students who declared transfer as their goal versus students who declared occupational, improve basic skills, other, or unknown as their goal. Persistence by gender also revealed no real difference between the persistence of males versus females. Persistence by ethnicity showed that at the SDCCD persistence was highest for Asians (87%) and lowest for Caucasians (79%), while at the CCC persistence was highest for Latinos (94%) and lowest for "other" (90%). Overall, persistence for full-times students was significantly higher at CCC (approximately 92%) than at the SDCCD (approximately 82%).

Conversely, persistence rates in general were higher for all part-time students at the SDCCD than at the CCC. At the CCC, there is little variance in persistence of part-time students by educational goal. However, at the SDCCD, persistence was 12% higher for students with an educational goal of "transfer" compared to those with an "unknown" educational goal. When examined by gender and part-time status, females (68% vs. 43%), males (61% vs.39%), and those in the "unknown" (78% vs. 35%) category persisted at significantly higher rates at the SDCCD than at CCC. In contrast to persistence data for full-time students, persistence rates for part-time students were higher for all ethnic categories at the SDCCD than at the CCC.

At the CCC and the SDCCD, a higher percentage of certificates/degrees were awarded to females than males (58% versus 42% for the CCC and 56% versus 44% for the SDCCD). At the CCC and the SDCCD, Caucasians comprise the largest proportion of the student population (about 47%) and received the over 50% of all degrees or certificates awarded.

The number of CCC students who transferred to a CSU and UC has increased from the 1988-89 to 1995-96 school year (45,402 to 48,688 students at the CSU and 8,145 to 10,886 students at the UC). From the 1988-89 to 1995-96 school year, SDCCD transfers to the CSU have decreased from 1,503 to 1,487 students, while SDCCD transfers to the UC have increased from 298 to 430 students. There were no major differences between the CCC and the SDCCD in terms of the percentage of transfers to the CSU by ethnicity. The most notable difference between the CCC and the SDCCD was the higher percentage of Filipino SDCCD students transferring to the CSU and UC. With regards to annual wages, SDCCD students earn significantly more than CCC students during their last year in college and also during their third year after college.

The performance and outcome measures discussed in this section gauge how successful California's Community Colleges and the San Diego Community College District are fulfilling their instructional mission. Comparing the CCC and the SDCCD on these 24 indicators help to determine strengths and weakness among these two institutions and reveal many areas of student and program accomplishment.

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